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Minutes of the Meeting (Unapproved)
Faculty of Arts and Sciences

February 27, 2003

Members attending: D. Auchter-Mays, P. Bernal, E. Blossey, W. Boles, R. Bornstein, W. Brandon, S. Carnahan, C. Carpan, J. Carrington, B. Carson, R. Carson, R. Casey, G. Child, J. Child, E. Cohen, D. Cohen, T. Cook, L. Couch, J. Davison, N. Decker, J. Eck, H. Edge, L. Eng-Wilmot, E. Friedland, B. Galperin, L. Glennon, Y. Greenberg, D. Griffin, P. Harris, J. Henton, A. Homrich, M. Hunt, R. James, S. Lackman, P. Lancaster, C. Lauer, E. LeRoy, B. Levis, S. Libby, L. Lines, B. Lofman, J. Malek, E. McClellan, M. McLaren, R. Mesavage, S. Miller, T. Moore, L. Musgrave, S. Neilson, A. Nordstrom, K. Norsworthy, T. Ouellette, T. Papay, B. Polk, A. Prieto-Calixto, J. Provost, R. Ray, D. Rogers, A. Rosenthal, E. Royce, S. Rubarth, J. Schmalstig, J. Schultz, R. Simmons, G. Sinclair, J. Siry, J. Small, R. Steen, P. Stephenson, W. Svitavsky, M. Throumoulos, L. Tillmann-Healy, R. Vitray, D. Wellman, B. West, G. Williams, Y. Yao, J. Yellen, W. Zhang

Guests: S. Carrier, J. Haynes, A. Hevia, A. Merkin, M. Prince, L. Woods

I. Barry Levis called the meeting to order at 12:40.

II. Announcements

Holding Daniel Striped Tiger, President Bornstein spoke of the death earlier today of Fred Rogers, '51, a dear friend of Rollins and of children everywhere. President Bornstein asked that we remember Mr. Rogers' messages, particularly those concerning the importance of community and the special significance of each individual. After President Bornstein's remarks, Roger Ray and Nancy Decker added their thoughts on the difference this remarkable man made in his large neighborhood.

- B. Roger Casey, calling into play all his high-level graduate school preparation, announced that he is *on* the door-stop crisis, which seems to have been precipitated by the convergence of the arrival of a new fire marshal and post-9/11 focus on safety. He's working with the fire marshal to find a way to reconcile Rollins' famous open-door policy with a reasonable concern for safety.
- C. Brandishing scissors, Nancy Decker announced that today is *Weiberfastnacht* in Germany and threatened to snip any necktie in the room. (Provost Malek was observed removing his handsome *Weiberfast*.)

Nancy then solicited responses to a survey about personal connections to other cultures or languages, in the form of a questionnaire to be used in developing a Foreign Language/Culture Scavenger Hunt for National Foreign Language Week.

- D. Roger Casey reminded the faculty to use the Dean's vouchers for taking students to a meal in the Cornell Campus Center. Since this is a pilot, it's important for faculty to take advantage of this opportunity.

III. Minutes of 21 November 2002 meeting of the Arts and Science faculty were approved as distributed.

IV. Old business: None

V. New business: Academic Affairs (Ed Cohen)

A. Ed Cohen announced that AAC will hold a colloquium on 2/27/03 to discuss a proposal from International Business Department for a minor in business to replace the current business administration minor.

B. Ed Cohen moved that the L and R general education requirements be infused into departmental majors. After the motion was seconded, Ed reviewed the rationale for the proposal as well as AAC's process of arriving at this recommendation and its suggested time-line for implementing it:

From the beginning, he pointed out, R and T were intended to be discipline-based. Unfortunately responsibility for the T has fallen largely to the Communication faculty. AAC believes that these requirements can best be handled by departments. In addition, this would reduce number of general education requirements. Student members of AAC Andy Merkin and Laura Woods spoke in support of the motion. Concerning methodology, Ed said that AAC wants to give departments as much latitude as possible. For example, some may want to infuse objectives into several courses.

This change will go into effect in fall 2004. If the proposal is passed, each department will be asked to come up with a plan for implementation by May 1 2003. The AAC subcommittee on general education will be available to assist departments in constructing plans.

The monitoring and assessment of the new R and T will be conducted in much the same way as for other general education requirements. Each year AAC targets one gen ed and reviews it in detail. AAC would do the same for the R and T, but probably on a more frequent schedule at the beginning to make sure that departments are getting the assistance they need in meeting the requirements.

Lisa Tillman-Healy discussed the support of the Communications faculty for the motion as long as there is sufficient training for those who will now be teaching T courses.

A lengthy discussion followed, during which the following questions were raised and the following comments were made:

Patricia Lancaster asked if the R and T would still be listed in catalog. *Ed Cohen* replied that No, by 2004 R and T will disappear as discrete gen ed requirements, but they could be listed as *goals* of the Arts and Sciences.

Don Griffin said that since scientific writing is different from other writing, he wants science majors to have broader writing ability than they would if the R were taught only within the sciences. *Scott Rubarth* echoed that, saying that some of his most effective teaching comes when he helps a non-major learn to write in a discipline outside his or her major.

Julie Carrington mused, "Wasn't the R supposed to be offered in upper-level major courses, anyway?" *Ed* responded affirmatively, noting that with the R, you might argue that we're already there: we have infused R throughout the curriculum. *Roger Casey* added that NESI data on how much students write show that Rollins students write in the 90+ percentile nationally, no matter what benchmark college we use.

Joan Davison commented that maybe the challenge now will be for advisers to help students make sure they have appropriate courses to develop R skills. Will there be support for R and T workshop? How will Student Records monitor which courses satisfy the R and the T requirement? *Ed* replied that it will be up to each department to decide which courses will fulfill this requirement and which faculty will teach those courses. This won't, *Ed* said, require monitoring by Student Records, because if all majors have to graduate with X course (containing R or T), they'll have their R's and T's. *Joan* identified one problem in implementing the new proposal in her department: Politics has only lower-level core courses that all students take.

Don Rogers asked for details about how this will work mechanically.

Carol Lauer reiterated the point that most people fulfill the R in their majors and that most of us teach courses with lots of writing, so students have an opportunity to learn to write across the curriculum. Anthropology will infuse the new approach to R and T into the senior seminar. The New Course Subcommittee of AAC will look at data to assure that the goals are being met. The procedure will be exactly the same, *Carol* said, as that now in place for monitoring general education requirements.

Laura Woods, a student member of AAC, spoke of the advantages of the proposal from the student perspective, emphasizing in particular the value of reducing the number of general education requirements.

Sharon Carnahan said that AAC's proposal made sense for the R, but not for the T. For the T, she is concerned that her students learn from professionals who can critique them professionally. The T workshop was one of the most valuable she had ever had, Sharon stated, so she hates to see it disappear.

Assuaging that fear, *Ed* said that the College has made a commitment to continue R and T workshops.

Don Griffin stated that small departments may find that sending a faculty member to a workshop is difficult. Repeating his plea for T and R courses outside the major, in the interest of developing skills through broadening perspectives, Don said he would like to see courses continue to have an R designation so he could advise students which courses will emphasize writing in this special way.

Judy Schmalstigh said that it appears that not all departments offer R courses as they are supposed to. Her own experience suggests to her, *Judy* said, that it's difficult to get through all the T goals and cover all the usual content of a course.

Joan Davison wanted to know whether the workshops would be required or optional for faculty under the proposal.

Ed said that he assumed they'd be optional.

Joan Davison identified another problem with the proposal for her department: Even though courses in Politics require a lot of writing, those courses don't have an R designation because R's require a low enrollment cap—Joan thought it was at fifteen. Would R courses still be granted fifteen-student cap, Joan asked?

Roger Casey responded that our current monitoring number is 17/18 for R courses, though in practice some much larger courses have R designations. Roger noted that every institution begins to think its practice for general education IS general education. One standard model is the course model, which allows students to get requirements "out of the way" by taking specific courses. A second model involves identification of skills which are infused into the curriculum rather than into specific courses. Roger pointed out that AAC's proposal for the R and T suggests a call for the second strategy in some courses.

Jim Small reminded the gathering that the devil is in that details and thinks that AAC hasn't worked out the details of this proposal. He felt it impossible for Biology to develop plan by May.

Don Griffin wondered how we could develop plans by May if many of the faculty don't even know what NCA guidelines are.

Ed Cohen indicated that if May is unrealistic, AAC would be willing to change the timeline.

Don Rogers asked why this is happening at the departmental level. How, he wondered, will advisers know which courses in other departments are R and T? And, he added, teaching an R and T really does knock out a lot of material from the content area.

Doug Child expressed haziness about the nature of the T and the amount of time it takes in a content course.

In response, *Lisa Tillman-Healy* said that the T requires that student make one presentation, do one evaluation, and practice active listening. Lisa says she doesn't feel it's a significant burden. NCA guidelines spell out characteristics of a good presentation, such as having a clear thesis and practicing good delivery skills.

Concerning the time involved, *Brian Lofman* suggested that the extra challenge of the T is that a professor has to grade students individually, adding to the time commitment even in a course that usually has group work. Brian worried that the proposal is more complex than current strategy.

Jim Small pointed out that there's a lot more involved in this than first meets the eye: Not only must we ask how we infuse these skills. We must also ask how we assure that each student will take the courses. And, Jim wondered, what about transfer students?

Ed suggested that the problem with transfer students would be solved (or greatly reduced) by placing the requirements in junior or senior-level course.

Joan Davison said that her T course retained about 50% of content, compared to the course before the T was added. However, Joan noted, since, under the proposal, all T or all R requirements wouldn't have to be done in one course; that would make for less loss of content. Still, working out departmental plans for implementation would be hard to do by May.

Scott Rubarth pointed out the additional wrinkle of a student who changes majors. Would the T transfer?

Suggesting the need for another colloquium or for further models so departments have a sense of their options., *Lisa Tillman-Healy* moved to table the resolution. The motion to table passed.

To help AAC in their deliberations, *Carol Lauer* suggested a straw vote, which showed approximately 22 for the resolution, 14 against, and 20 abstaining.

Noting that this proposal had been presented in advance to department chairs and to a colloquium, *Roger* requested faculty attendance at colloquia so clearer guidance could be given governance committees before proposals are brought to a vote.

Gary Williams, in his usual straight-shooting manner, noted the sense of a fair amount of irritation in the air, but, he said, there were also a lot of good ideas floating around. This, Gary said, is a topic worth thinking about and talking about.

Other ideas on the subject were introduced by *Rick Vitray, Julie Carrington, Roger Ray, and Paul Harris* before Barry Levis reminded the faculty that the resolution had been tabled. Barry suggested that further ideas on the topic be directed to the AAC.

- IV. Alicia Homrich moved the following resolution of thanks for those responsible for the creation of Darden Lounge. The resolution passed unanimously to hearty applause:

As we marvel at the gracious space that has been created in the Darden Lounge of the Cornell Student Center, with its tribute to those Rollins graduates who have received national and international recognition and fellowships, providing a place where students and faculty can gather for informal discussion and reflection, we want to express our gratitude to those involved in this project who saw it to its successful conclusion.

Therefore, the faculty of Arts and Sciences here assembled wish to convey its sincere appreciation to Student Affairs (and in particular Cara Meixner), the Dean of the Faculty's office (and in particular Hoyt Edge), the Student Life Committee (especially Lee Lines) for their efforts in the completion of this project.

- V. The meeting was adjourned at 1:45.

Barbara Harrell Carson
Vice President/Secretary

Oral Communication (T)

A liberally educated person should be articulate and capable of effective listening. Oral communication skills are best developed if emphasized in a variety of disciplinary contexts. Students who acquire skills in oral communication are better prepared to perform in professional and civic life. Upon completion of this requirement, students will be able to:

- ◆ **GOAL 1:** Prepare and deliver an effective oral presentation. This includes being able to manage communication anxiety and apply communication skills to discipline-based practices and learning.

- **ASSESSMENT:** In conjunction with an oral presentation assignment, use the 8 communication competencies developed by the National Communication Association (NCA) as a guideline for assessing oral communication. Each instructor will need to adapt the wording of the competencies to ensure that they apply to discipline-based practices. The 8 communication competencies include the following behaviors:
 1. Choose and narrow a topic appropriately for the audience and occasion.
 2. State thesis/specific purpose in a manner appropriate for audience and occasion.
 3. Provide appropriate supporting material based on the audience and occasion.
 4. Use an organizational pattern appropriate to topic, audience, occasion, & purpose.
 5. Use language that is appropriate to the audience and occasion.
 6. Use vocal variety in rate, pitch, and intensity, to heighten and maintain interest.
 7. Use pronunciation, grammar, and articulation appropriate to the designated audience.
 8. Use physical behavior that supports the verbal message.
- **STANDARD:** Ninety percent of the students will achieve an overall rating of "satisfactory" or better on a competency-based assessment instrument modeled on the NCA dimensions.

- ◆ **GOAL 2:** Critically analyze and evaluate oral presentations.

- **ASSESSMENT:** Student will use a competency-based assessment instrument to critically analyze and evaluate oral presentations. Students will provide written and/or oral justification for all of their ratings.
- **STANDARD:** Ninety percent of the students will adequately analyze and evaluate an oral presentation using NCA guidelines.

◆ **GOAL 3: Practice active listening.**

- **ASSESSMENT:** The International Listening Association defines listening as: "the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages." Using the 5 types of listening skills identified in the Watson-Barker Listening Test (1. Evaluating message content; 2. Understanding meaning in conversation; 3. Understanding and remembering information; 4. Evaluating emotional meaning; and 5. Following instructions and directions), each instructor will need to adapt the wording of the competencies to ensure that they apply to discipline-based practices.
- **STANDARD:** Ninety percent of the students will achieve an overall rating of "satisfactory" or better on a competency-based assessment instrument modeled on the Watson-Barker Listening Test dimensions.

◆ **GOAL 4: Participate in class and group discussions.**

- **ASSESSMENT:** A series of class or group discussions conducted in-class and assessed qualitatively based on systematic observations by the professor and criteria provided in the syllabus.
- **STANDARD:** Ninety percent of the students will make an occasional constructive and substantive contribution (as defined in the syllabus) to class discussions.

Writing Reinforcement (R)

In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. These courses require students to produce a series of written assignments intended both to extend facility in composition and to deepen understanding of course content. Upon completion of this requirement, students will be able to:

- ◆ **GOAL 1:** Demonstrate competency in a discipline-specific mode of writing using appropriate style, structure, vocabulary, and supporting evidence.
- ◆ **GOAL 2:** Utilize discipline-relevant information from various modes of expression (including equations, graphs, etc. if appropriate).
 - **ASSESSMENT:** One or more writing assignments integrating the necessary components (including visual modes of expression as appropriate) to present a coherent and thoughtful discussion of material central to the discipline.
 - **STANDARD:** A minimum of 75% of the students will achieve an average (C or 70%) or higher grade on the assignment(s). The criterion for grades will be the definition of grades published in the *Rollins College Catalogue*, or an alternative scale of grades published in the course syllabus.
- ◆ **GOAL 3:** Practice critical thinking skills (comprehension, application, analysis, synthesis, and evaluation) in working with discipline-based topics.
- ◆ **GOAL 4:** Evince a drafting process that considers audience and purpose while making use of technology appropriate to the discipline.
- ◆ **GOAL 5:** Practice multiple uses of writing.
 - **ASSESSMENT:** A folder or portfolio of work prepared for the course, including an organized compendium of drafts for major assignments. The folder or portfolio will include an itemized list of various critical thinking skills in written discourse, as well as the various uses of writing the student has attempted.

Or

An itemized list of various critical thinking skills practiced in written discourse, as well as various uses of writing the student has attempted (e.g., academic argumentative essay, analysis or response to a text, notes for class, letter to the editor, analysis of an issue, essay exam, bulleted list, professional proposal or memo, draft for a designated academic or non-academic audience, annotated bibliography, etc.).

- STANDARD: 80% of students will achieve an average or higher portfolio checklist score or an average grade of C- or higher on papers listed.
- ALTERNATIVE ASSESSMENT FOR GOAL 3: A writing assignment to produce a critical analysis utilizing guidelines presented to the students.
- STANDARD: 80% of students will achieve an average grade (C or 70%) or higher on this assignment.

Agenda
Faculty of Arts and Sciences
Thursday, 27 February 2003
12:30 p.m. in the Bush Auditorium

I. Call to Order

II. Announcements

III. Approval of the minutes of the 21 November 2002 meeting of the faculty

IV. Old Business

V. New Business

A. Resolution to Infuse the "T" and "R" requirement into departmental majors

B. Resolution of Thanks fro those responsible for the refurbishment of the
Darden Lounge (see Addendum 1)

VII. Adjournment

(Refreshments will be available prior to the meeting)

Addendum 1

As we marvel at the gracious space that has been created in the Darden Lounge of the Cornell Student Center, with its tribute to those Rollins graduates who have received national and international recognition and fellowships, providing a place where students and faculty can gather for informal discussion and reflection, we want to express our gratitude to those involved in this project who saw it to its successful conclusion.

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